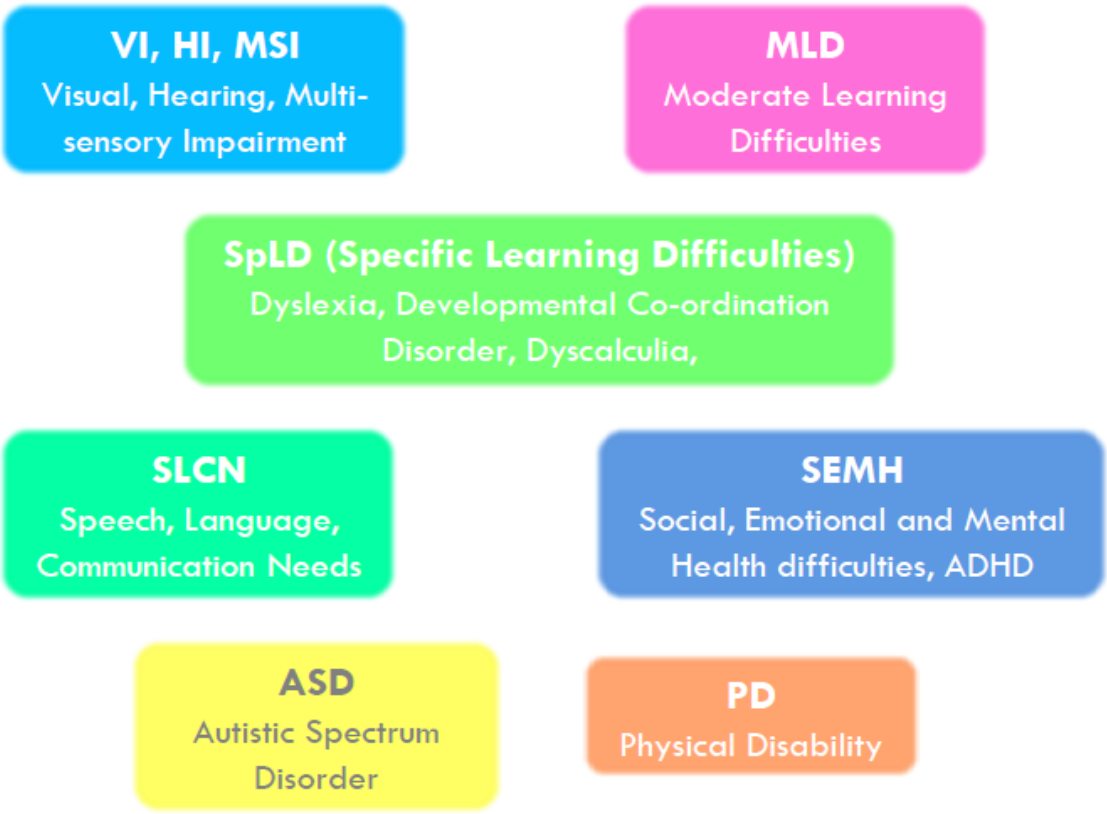
DIOCESE OF SOUTHWELL & NOTTINGHAM
MULTI ACADEMY TRUST

Haggonfields
Primary School

SEN Information

Updated: September 2024

Haggonfields Primary School supports a wide range of needs, including:



1. What kinds of special educational needs does the school/setting make provision for?	Haggonfields Primary School effectively meets the needs of pupils with special educational needs across all 4 broad areas of need including: autistic spectrum conditions; emotional and social needs; specific learning difficulties (dyslexia, dyspraxia, and dyscalculia); and moderate learning difficulties). The needs of pupils with physical disabilities, including visual and auditory impairments can also be met in most cases. Further provision can be discussed on a case-by-case basis with the school SENCO.
2. How does the school know is pupils need extra help and what should I do if I think that my child may have special educational needs?	If you think that your child may have special educational needs or are concerned about your child's progress, then you should contact the school and ask to speak to the SENCO or Assistant SENCO. SENCO- Mrs Claudia Robinson Email: crobinson@hps.snmat.org.uk
3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs? b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning? C) What is the school's approach to teaching pupils with special educational needs?	a) The progress of all pupils is updated and monitored throughout the year by the classroom teacher. In addition, the school's SENCO is responsible for monitoring the progress of support in place for pupils on the SEND register, arranging additional support and advising teachers on effective strategies. The school evaluates provision using data, pupil and parent voice, teacher observations and work scrutiny. b) Pupils with an EHCP: parents will be invited to attend an annual review meeting to discuss their child's progress towards meeting the outcomes detailed within the EHCP. All pupils on the SEND register will be monitored throughout the year and parents/guardians contacted if concerns are raised and/or changes to provision are to be made. Subject teachers will regularly review progress made and will seek advice from the school's SENCO/Assistant SENCO as necessary. • At Haggonfields Primary School, there is a whole school approach to SEND. • We believe that all children can be helped to overcome barriers to learning and experience success. c) The needs of pupils with special educational needs are met within the classroom and the classroom teacher is responsible for effectively adapting teaching and/or making reasonable adjustments to meet the needs of all pupils. Some pupils will be allocated additional TA support to ensure that they are able to access a full curriculum and engage in all activities alongside their peers. A a small number will receive additional interventions – including reading support. Interventions may be delivered as part of a group or 1:1 depending on individual needs.

d) How will the curriculum and learning be matched to my child/young person's needs?	d) All teachers are teachers of SEND and plan support to ensure all pupils can access a full curriculum. Classroom teachers are updated regularly on the needs of pupils by the school's SENCO and supported as necessary. For pupils with complex SEND needs, a bespoke package of support may be put in place to meet individual needs. Where this is the case, outside agency support will be sought and parents/carers will be fully involved. All support will be closely monitored and adapted as necessary. e) Decisions about support are usually made by the school's SENCO in conjunction with the views / wishes of parents and pupils and using information from subject teachers and other staff who know the pupil well. Decisions are based on a variety of information including work produced in lessons, assessment data, history of need provided by parents, teacher feedback and any other information that is relevant to meeting each individual need. f) All out of school activities/school trips will be fully supported by the SEND team as necessary. Teaching assistants will be allocated according to need to accompany pupils on such activities as necessary. This will be to include pupils with SEND or medical needs as appropriate.
e) How are decisions made about the type and amount of support my child/young person will receive?	g) We have a dedicated SEND team enabling the school to provide a 'safe haven' during break and lunchtimes; a clear anti-bullying and behaviour policy; a pastoral team to provide mentoring and behaviour support where necessary; a robust child protection and safeguarding system and access to outside support as necessary. Our SEND and pastoral teams work together to ensure that each individual need is met and pupils requiring further support are discussed at a weekly inclusion meeting. All decisions made for support will be shared with parents/carers.
f) How will my child/young person be included in activities outside the classroom, including school trips?	a) Adjustments are made in order to allow access for all pupils. All extra-curricular activities are open to children with SEN and reasonable adjustments will always be made to help them to participate. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. After school clubs are available to all pupils. Health and safety audits will be conducted as and when appropriate.

g) What support will there be for my child/young person's overall well-being?	ELSA support is available within school. All pupil's well-being is of upmost importance. As a part of quality first teaching pupil's well-being is always considered to enable learning to take place. The school takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils. Occasionally, a child needs an Individual Behaviour Plan. We work closely and co-operatively with parents to address issues. The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the classteacher will speak to the SENCO.
4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.	Inclusion Lead and Special educational needs co-ordinator (SENCO) – Miss Claudia Robinson Email: office@hps.snmat.org.uk
5. a) What training have staff supporting special educational needs had and what is planned? b) What specialist services and expertise are available or accessed by the setting/school?	All staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. In the current financial staff have had training on the following: AET Framework B squared Small Steps Assessment. The school uses expertise from professionals within the school, advice and support from professionals from outside organisations and providers and accesses a wide range of external training opportunities. 1. Educational Psychologists 2. School and Family Support Service 3. Medical Officers 4. Speech Therapists 5. Physiotherapists 6. Hearing Impairment Services 7. Visual Impairment services 8. Social services 9. School nursing 10. Children's centres
6. How is equipment and facilities to support pupils with special educational needs secured? How	Equipment is ordered according to identified need and as recommended by support services. A referral the Physical Disability Service can be made for any equipment that the child may need whilst in school, such as plinths, walking aids, personal care requirements etc.

accessible is the school/setting?	The service also provide training for staff and support in writing health care plans, risk assessments and intimate care plans amongst other types of paperwork as required. A referral for inclusive technology can also be made if the school feel that they cannot meet the needs of the child with the technology already available in school.
7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?	If your child is identified as not making adequate or expected progress, the school will contact parents to discuss any support that may be necessary. All pupils placed on the SEN register have a detailed, individual support plan (ISP) to inform teachers of their needs and outline support strategies. All ISPs include a section for parent views. Progress and support are reviewed termly and parents will be informed of any changes being made. The school's SENCO is available to: • Listen to any concerns you may have. • Plan any additional support your child may need. • Discuss with you any referral to outside professionals to support your child's learning. Pupils with an EHCP will have a detailed annual review meeting to enable parents and pupils to express their views about the nature and level of support given, progress made and to set targets for future progress. EHCP review meetings are in addition to the termly updates provided for all pupils on the school's SEND register.
8. What are the arrangements for consulting young people with SEN and involving them in their education?	All pupils on the SEND register will have access to the school SENCO as required throughout the day and will be known to the SEN team. The SENCO will be available at parents' evening to listen to concerns, offer advice and update individual profiles which outline pupil needs / strengths and weaknesses. Pupil and parent views are included on all SEND profiles.
9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?	The school's SENCO, tutors and class teachers are regularly available to discuss any concerns. We are committed to working together with parents/carers and pupils and value parental feedback and/or guidance to help pupils' progress and wellbeing. If necessary, a meeting with the SENCO (Mrs Claudia Robinson) can be arranged to discuss any concerns or to raise a complaint. Please contact the school office and ask to speak to Mrs Elaine Grierson (Headteacher)
10. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?	At Haggonfields Primary School, we strive to find ways to support parents/guardians in and out of school and investigate local organisations and seek support and guidance from outside support where appropriate. The school is supported by a wide range of services, including: BPBP, ESHAWH, Neurodevelopmental Support Team (NST), EYS For additional support and advice – see the SEND Local Offer for useful information about services and support for young people with SEND and their

	families. Click the link below for Nottinghamshire's Local Offer: https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?localofferchannel=0
11. How will the school/setting prepare my child/young person to: i) Join the school/setting? ii) Transfer between phases of education	i) Extra visits to familiarise with the setting and staff can be arranged. Discussions with previous settings and parents to collect a clear picture of the children's needs. Transition books/pictures/videos can be arranged so that the children can continue to familiarise themselves at home and share with key family members. Children joining our EYFS are visited by our EYFS staff. This is followed up by scheduled visits by the child to oursetting with, then without parents. ii) We have a comprehensive and extended transition process which involves pupils visiting their new class and meeting their class teacher on one afternoon per week to aid transition. In the summer term, all pupils have a full day with their new teacher. Students with an EHCP/complex needs will have a bespoke package of support in place to aid with transition. For transition to secondary school at the end of year 6, the SENCO will make contact with each receiving secondary SENCO and arrange for a meeting to share details of need. For students in year 6 with an EHCP, the SENCO from the receiving secondary school will be invited to the EHC review meeting (this is usually in the autumn term of year 6).
12. Where can I access further information?	Our SEND policy can be found on the school's website. Any further information can be obtained by contacting the school to discuss individual circumstances/needs and to arrange a meeting or visit if required. Please contact the SENCO in the first instance: Mrs Claudia Robinson Emai: crobinson@hps.snmat.org.uk For information about the local authority – please refer to the Nottinghamshire Local Offer https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?localofferchannel=0